



JAMES ISLAND ELEMENTARY

1872 Grimball Rd.
Charleston, SC 29412

Grades	PK-5 Elementary School	
Enrollment	482 Students	
Principal	Deborah Davis-Fickling	843-762-8240
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Average	Average
2009	Average	Below Average
2008	Average	At-Risk
2007	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

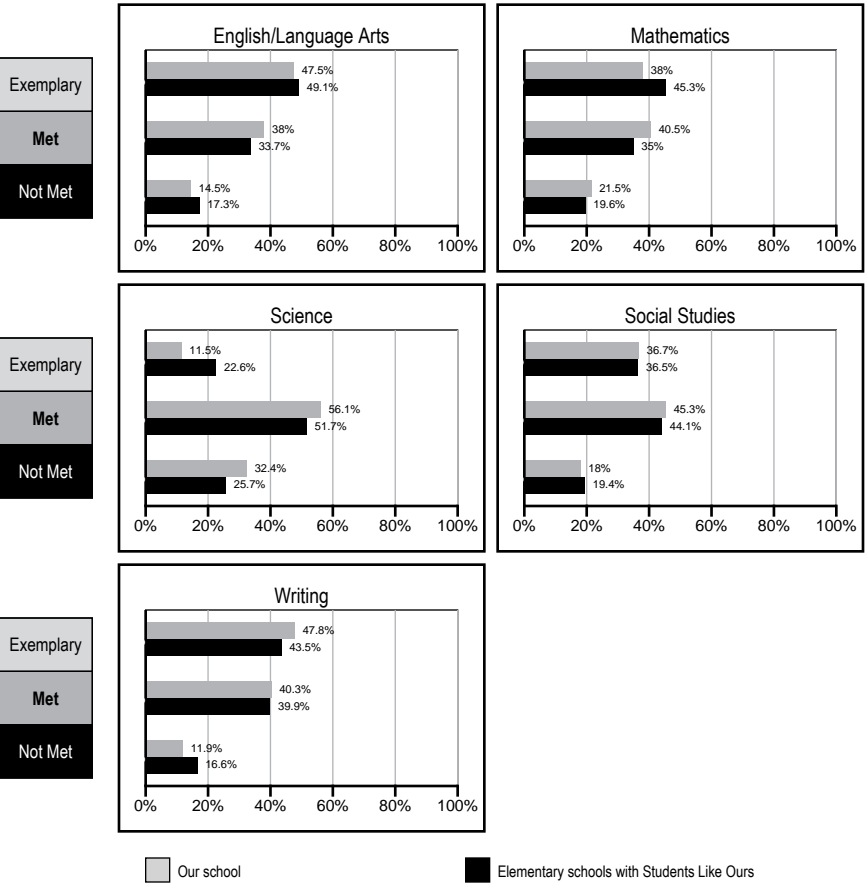
95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
33	45	15	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=482)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 1.1%	0.8%	1.1%
Attendance rate	95.8%	Up from 95.7%	96.2%	96.2%
Served by gifted and talented program	23.0%	Up from 18.8%	19.6%	13.4%
With disabilities other than speech	1.8%	Down from 6.2%	3.7%	4.1%
Older than usual for grade	0.2%	Down from 0.5%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.4%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	58.1%	Up from 53.1%	64.7%	62.5%
Continuing contract teachers	96.8%	Up from 87.5%	91.4%	88.2%
Teachers returning from previous year	94.4%	Up from 90.8%	89.9%	87.8%
Teacher attendance rate	95.6%	Down from 96.5%	95.3%	95.2%
Average teacher salary*	\$46,042	Down 2.1%	\$48,058	\$46,773
Professional development days/teacher	21.1 days	Up from 9.3 days	11.0 days	10.5 days
School				
Principal's years at school	1.0	No Change	5.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 21.7 to 1	20.8 to 1	19.9 to 1
Prime instructional time	91.2%	Down from 92.1%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 74.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,873	Up 6.2%	\$7,085	\$7,447
Percent of expenditures for instruction**	63.5%	Down from 68.5%	68.8%	68.4%
Percent of expenditures for teacher salaries**	62.2%	Down from 66.3%	66.6%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

James Island Elementary is a beautiful campus with gardens, outdoor classrooms and a large pond providing instructors a wealth of resources to make learning engaging. Families return to James Island Elementary each year because of the unique, innovative, and collaborative teaching environment enhanced by parent, teacher and administrative support. We attribute our successes to a commitment to the Project Read Program. This researched-based program with strategies which are applied across the curriculum is implemented by a dedicated staff that constantly monitors and adjusts instruction to fit student needs.

It is our expectation that student achievement will continue to rise as children become adept in the Everyday Math program with its hands on approach and authentic learning strategies.

Our school is fortunate in that it currently has two outdoor classrooms which enhance the activity-based learning of the science curriculum. These resources and our staff's commitment will enable our school to close the Achievement Gap across all content areas.

While over 50% of this staff has advanced degrees, five teachers currently possess National Board Certificates and one teacher completed her PhD program. All members of this staff maintain up to date certification through the use of staff development opportunities that strengthen their core knowledge and skills.

We are extremely proud of our many achievements, in particular our receipt of the Positive Behavior Intervention and Support Systems (PBIS) Exemplar Award from the State Department of Education. It is evident that JIES is moving toward excellence through the commitment of staff, students, families and community partners.

Deborah Davis-Fickling, Principal
Joan Applegate, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	68	57
Percent satisfied with learning environment	95.8%	76.1%	92.9%
Percent satisfied with social and physical environment	95.8%	85.1%	96.5%
Percent satisfied with school-home relations	91.7%	80.6%	92.7%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate	95.8%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	206	100	14.9	37.8	47.3	89.6	83.1	82.4	Yes	Yes
Gender										
Male	112	100	16.4	41.8	41.8	90.9	79.9	78.7	N/A	N/A
Female	94	100	13.2	33	53.8	87.9	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	120	100	6.8	33.3	59.8	95.7	94.8	88.9	Yes	Yes
African American	78	100	26.3	46.1	27.6	81.6	71.9	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	78	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.5	83	I/S	I/S
Disability Status										
Disabled	15	100	66.7	20	13.3	46.7	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	108	100	23.1	43.3	33.7	83.7	72.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	206	100	21.9	40.3	37.8	85.6	82.8	81.9	Yes	Yes
Gender										
Male	112	100	23.6	42.7	33.6	84.5	81.1	79.9	N/A	N/A
Female	94	100	19.8	37.4	42.9	86.8	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	120	100	14.5	37.6	47.9	92.3	94.9	88.9	Yes	Yes
African American	78	100	32.9	46.1	21.1	75	70.9	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.8	84.4	I/S	I/S
Disability Status										
Disabled	15	100	80	13.3	6.7	20	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	108	100	30.8	44.2	25	78.8	72.7	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	143	100	32.9	55.7	11.4	67.1	69.2	68.6
Gender								
Male	76	100	33.3	53.3	13.3	66.7	68.4	68.3
Female	67	100	32.3	58.5	9.2	67.7	70	68.9
Racial/Ethnic Group								
White	81	100	20	62.5	17.5	80	90.4	80.7
African American	57	100	52.7	45.5	1.8	47.3	48.4	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.3	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87	70.8
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	60.4	60.7
Socio-Economic Status								
Subsidized meals	79	100	44.7	51.3	3.9	55.3	51.8	57.3

Social Studies

All Students	144	100	18.6	45	36.4	81.4	75.5	72.5
Gender								
Male	78	100	22.4	44.7	32.9	77.6	74.4	72
Female	66	100	14.1	45.3	40.6	85.9	76.6	73.1
Racial/Ethnic Group								
White	86	100	10.8	44.6	44.6	89.2	91	81
African American	52	100	29.4	49	21.6	70.6	60.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	73.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	75	100	23.6	55.6	20.8	76.4	61.8	62.9

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	69	100	11.9	40.3	47.8	88.1	75.8	73.2	95.8	96
Gender										
Male	35	100	17.6	47.1	35.3	82.4	70.7	67.2	95.8	95.9
Female	34	100	6.1	33.3	60.6	93.9	81.1	79.4	95.8	96.1
Racial/Ethnic Group										
White	38	100	5.4	40.5	54.1	94.6	90.8	81.5	95.8	96.1
African American	28	100	22.2	44.4	33.3	77.8	61.3	61.3	95.8	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	97.3	96.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.4	66.7	96.1	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	95.1	95.9
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	23.9	26	94.4	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	67.9	65.7	97.1	96.3
Socio-Economic Status										
Subsidized meals	34	100	21.2	42.4	36.4	78.8	62.2	63.2	95.6	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	83	100	17.5	21.3	61.3	82.5
	4	78	98.7	16.2	36.5	47.3	83.8
	5	77	100	26.3	55.3	18.4	73.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	56	100	14.5	16.4	69.1	85.5
	4	81	100	20.3	46.8	32.9	79.7
	5	69	100	9	44.8	46.3	91
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	83	100	26.3	42.5	31.3	73.8
	4	78	98.7	13.5	43.2	43.2	86.5
	5	77	100	40.8	31.6	27.6	59.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	56	100	25.5	27.3	47.3	74.5
	4	81	100	22.8	44.3	32.9	77.2
	5	69	100	17.9	46.3	35.8	82.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	41	100	35	42.5	22.5	65
	4	77	100	23	68.9	8.1	77
	5	39	100	60.5	36.8	2.6	39.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	28	100	32.1	42.9	25	67.9
	4	81	100	34.2	58.2	7.6	65.8
	5	34	100	30.3	60.6	9.1	69.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	42	100	12.5	52.5	35	87.5
	4	77	100	9.5	54.1	36.5	90.5
	5	38	100	44.7	34.2	21.1	55.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	28	100	14.8	40.7	44.4	85.2
	4	81	100	25.3	51.9	22.8	74.7
	5	35	100	5.9	32.4	61.8	94.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	84	98.8	18.5	37	44.4	81.5
	4	76	100	13.5	32.4	54.1	86.5
	5	76	97.4	33.8	39.2	27	66.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	69	100	11.9	40.3	47.8	88.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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